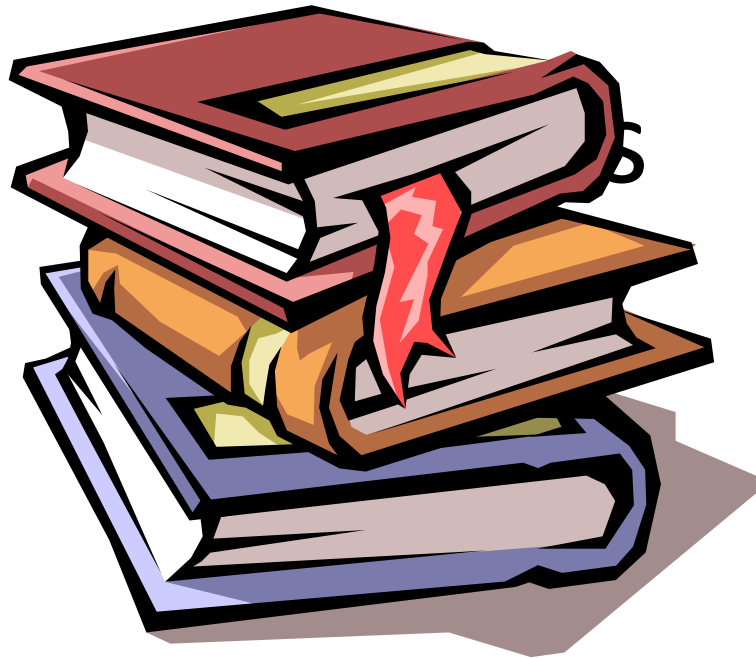


K-5

Reading

Specialists

Procedures and



Reading Specialist Role

- Reading Specialists in RCSS are professionals whose goal is to improve reading achievement in their assigned school. They may also serve as a resource in reading and writing for both administrators and teachers. They can also work collaboratively with other reading specialists and classroom teachers to build and implement reading programs for individuals and groups of students.
- The Reading Specialist's primary responsibility is to serve the **lowest performing/most at risk students in Grades K-5**. Such instruction may be provided either within or outside the students' classrooms.

Directions for Selecting Students for Service

All students must be given equal opportunity for services. No student can be denied services based on their ESL or Exceptional Children status. Decisions **must** be made on a student by student basis. Decisions regarding service for students **must** include information from multiple stakeholders: i.e. classroom teacher, reading specialist, EC and ESL teachers (when appropriate), counselors and parents.

Data to be used in pupil selection:

- K-3 Reading 3D composite score (red or yellow)
- K-3 Reading 3D TRC level (BGL – red or yellow)
- 4-5 Fountas and Pinnell Level (BGL)
- 4-5 EVAAS data (at risk students)

Reminder: Students who are identified for service by a reading specialist **must** also receive instruction from the classroom teacher.

Assessment Notes:

- Decisions must be made at each school as to whether or not you will teach groups based on EOY assessment data for 2-3 weeks before the BOY Benchmark assessments are completed.
- Students who move in during the school year should have an initial assessment by the classroom teacher before a referral is made to the reading teacher if the classroom

teacher has concerns/need for additional assessments. A regularly scheduled class should not be cancelled to complete these assessments.

- Please complete and send the letter to parents for students selected to be served (pull-out).

Text Levels/Running Records

- Monthly informal reading/running records should be completed for students served in grades 4/5.
- This information should be kept in the student's folder and recorded on the Monthly Text Level log. This log may be submitted to the principal upon his/her request.
- Reading 3D benchmarks and progress monitoring will take the place of formal and informal running records by the Reading Specialist for students in K-3.
- Use the Harcourt Rigby TRC Cutpoints for K-5 reading proficiency levels.
- Please record the student's **instructional reading level** (or **independent reading level** if there is **not** an instructional level) on any data collection sheet, assessment wall or when reporting to parents.

Student Folders

- A folder should be kept for each student receiving service by a Reading Specialist.
- The following items should be kept in the folder:
 - Formal Benchmark Assessments (4/5)
 - Monthly Informal Reading/Running Records (4/5)
 - Signed Parent Notification for Pull Out Service (K-5)
 - Classroom Teacher Collaboration Log
 - Parent Communication Log
 - Reading Log

Reading 3D Role

- Each school team (Administrators, Reading Specialist, Lead Teacher) will determine the role the Reading Specialist will take in regards to Reading 3D benchmark assessments and progress monitoring.

Reading Specialist Schedule

- Create your schedule according to the needs of your school site, with input from your administrator and other stakeholders.
- Submit your schedule to your Principal for final approval.
- As your schedule/groups change during the school year, please update your schedule and resubmit it to your Principal.

Intervention/Remediation Documentation Directions

- Use the K-12 Intervention/Remediation Document for all types of ongoing intervention/remediation in your school.
- Attendance Rosters should be kept on file to provide documentation if questions arise.
- Each school will determine their own procedure for maintaining the file.
- Information should be kept for 5 years.

Analyzing and Diagnosing Reading Problems

❖ Reading Strategies (analyze running record)

- Does the student make multiple attempts to solve unknown words?
- Does the student have numerous strategies for word-solving, or do they result to a single strategy such as “sound it out”?
- Does the student self-correct at least one out of every 4 errors?
- Does the student notice when they have made an error? (monitoring)
- How many of the errors change meaning?
- What cues do the students use when solving a word (MSV)?
 - Do the errors make sense up to the point of error?
 - Do errors fit grammatically in the sentence?
 - What visual information/word parts is the student using to solve unknown words? (beginning, middle, end, word parts)

❖ Phonemic Awareness

- Can the student generate and make rhymes?
- Can the student blend and segment words?

❖ Pointing Behavior

- Does the student point word by word, sweep across the line, or point when word solving? Pointing may lead to word by word reading, may be indicative of a text that is too difficult, or may be used strategically at point of difficulty. Pointing beyond early levels can lead to visual tracking difficulty.

❖ Fluency

- Is the student reading too fast, too slow, or at a good pace?
- Is fluency interfering with comprehension?
- Do they recognize many high frequency words at a glance?
- Do they decode lots of words slowly, letter by letter?
- Are they missing decoding skills appropriate for this reading level?
- Do they wait for adult help rather than solve words independently?
- Do they lack meaning for many of the words they are reading?
- Do they pay attention to punctuation?
- Do they self-monitor while reading?
- Are they trying to read fast and not attending to meaning?
- Are they anxious or uncomfortable reading aloud?
- Is their accuracy, rate and fluency remarkably improved if allowed to read the text silently before reading aloud?

❖ **Sight Words**

- Are sight words known automatically, or does the student have to pause?

❖ **Rereading Behavior**

- After solving a tricky word, does the student reread to reestablish meaning?

❖ **Comprehension**

- Do students activate and use prior knowledge?
- Does the student comprehend better orally or silently?
- Can the student retell the story, or do they need lots of prompting?
- Where does comprehension break down?
 - Explicit?
 - Inferential?
 - Vocabulary? (in context and out of context)
 - What words are problematic? Tier I, II or III
- Narrative vs. Expository texts?

❖ **Indirect Behaviors**

- Engagement (Assessed from body language/Comments about the story)
- Enthusiasm
- Level of independence